

# THE SCHOOL JOURNAL

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OSSIAN LANG, Editor.

## First Among Ourselves.

Teaching is essentially a giving of one's self for others, a daily dying that others may live, and yet renewing one's life again that there may be more to bestow the next day. No matter how obscure and modest the place may be where one is at work, if its opportunities are but utilized in the right spirit it may be a center from which the mankind of the future draws strength and health. The joy of the teacher is that his ideas, his plans, his dreams live on in his pupils. Others may jealously guard their possessions; the teacher takes pride in the abundance of his gifts. He does not talk about patents and copyrights. It pleases him to see his pupils give body to his thoughts and derive pleasure and profit from them.

Yet in our crude state of professional development it is possible for one to be regarded even as fit to teach other teachers who clings selfishly to the little plans and devices which she believes to have drawn from the original fountains of her inner consciousness. How petty such a contention appears when placed against the background of the true teacher's attitude! Still I know of an instance where a teacher not only denied to a pupil the right to make public use of the instruction received and paid for, but threatened with persecution those who took a more liberal view of the rights of individuals to honestly acquired possessions. I trust I shall never have to be more specific in trying to illustrate the point at issue, though a very recent experience would almost seem to demand it. For in the twenty years of professional communion with teachers the example alluded to is really an exception. Teachers as a rule are of the right spirit. It would be a sad day for our country if they were not. They give freely and grow richer the more they give.

## The Washington Situation.

What a mess Congress has made of the school organization of Washington! There never was a finer opportunity for really great work. All the good people of the national capitol wanted was a chance to develop a common-school system that should exemplify American ideals. The situation was plain. The problem simple. The most elementary kind of comparison with other cities would have revealed the few serious defects responsible for the ineffectiveness of the old system. There was a peculiar division of authority in educational affairs which rendered location or exercise of responsibility practically impossible. Petty personal intrigue had the fullest sway. The salaries paid to the teachers were glaringly inadequate, and no inducements whatever were held out to unusually effective workers.

Here Congress took the matter in hand.

The general feeling was that the House of Representatives might make some slight and inconsequential changes here and there, increase the salary budget, and pass the bill on to the Senate, where the real fight for reform would be fought. And so it was. But the hopes built on the Senate were

frustrated. The whole machinery of small log-rolling was set in motion. The families where Senator This and Senator That had been entertained made sure that their particular friends were sufficiently protected in their positions. The bill, as finally adopted, showed in almost every line the petty influences that were at work. Many provisions were especially and plainly shaped to take care of certain people.

Of course, the Board was legislated out of existence, as it should have been. Appearances point also to intent to remove the assistant superintendent; at any rate the new law demands of this officer special experience in high-school work which Mrs. Myers does not possess. The only other individual left unprotected in his position was the superintendent, tho Mr. Stuart had served the schools long and faithfully and to the best of his ability; and, if I remember rightly, he was originally elected to the office almost against his will.

If the framers of the present law had acted from the highest motives and purely in the interest of educational efficiency, the limited tenure accorded to the superintendent would not be difficult to explain. But what is the situation now? The new superintendent will have no actual power to organize and discipline his corps of assistants, as these are practically assigned and made secure in their present places. He is hedged in by many restrictions. Should he make enemies by exercising such authority as is commonly granted to superintendents he would soon have to count with enemies who could probably effect his removal at the end of his first term, if they chose to adopt such a course. In short, he is made responsible for a situation which he is given no authority to shape, and then holds office under a limited contract besides.

Another defect—one of the most serious ones—in the bill is that it is next to impossible to get good teachers into the schools from outside of the city. The law requires new comers to begin with the lowest salary, no matter what their previous experience may have been. By this device the accursed system of inbreeding is continued, under which the Washington schools have more or less suffered for many years. That dinky local self-sufficiency should be encouraged by the United States Senate seems well-nigh incredible. What shall we think of the caliber of men who move about in such shallow waters? Has the Senate come down to the level of ward politicians? Men capable of taking a large view of things would never have permitted themselves to be committed to a policy of this kind.

Neither the Board of Education, which is, on the whole, a splendid body, nor the superintendent, are to be envied. The new law interferes so seriously with their usual prerogatives that they must make progress very, very slowly.

I am delighted to hear of the election of Supt. W. E. Chancellor, of Paterson, N. J., to the Washington Superintendency. Mr. Chancellor is a brilliant, scholarly man, tactful, courageous and forceful. He will soon give the Washington schools the national reputation which they ought to have.

## English Educational Bill.

The British Education Bill was passed by the House of Commons shortly before the close of the session of Parliament. It is expected that before it will be passed by the House of Lords it must undergo some radical changes.

The main features of the Bill as it stands at present are:

No public money to be used in denominational instruction. From Jan. 1, 1908, all schools maintained by local education authority must be "provided" schools. The local authority is given power to purchase or take on hire the existing schools.

Teachers shall be appointed by the local authorities without any tests.

All schools receiving rates (taxes) will give the same religious education.

Religious instruction may be taught two mornings a week by arrangement with the local authority.

Attendance will not be compulsory during religious instruction, and religious education will not be given by the ordinary staff.

## Social Education Congress.

The Social Education Congress will convene in Boston, Nov. 30, the sessions to continue thru Dec. 2 following.

This proposed Congress is the outcome of the deliberations of the Social Education Club of Boston, the membership of which is made up of persons active in various fields of educational work, who believe that the time has come when the needs of increased efficiency in social and industrial training should be presented more directly to the whole community.

A number of educational organizations, including the Massachusetts State Teachers' Association, will hold meetings in affiliation with the Congress.

The convention has been so planned that the best thinkers along the lines of social and industrial education may be heard, and that there may be a free exchange of ideas and experiences on certain vital matters.

Two classes of meetings will be held:

General Mass Meetings, in Tremont Temple, for formal addresses by eminent speakers, on the following general topics: Friday afternoon, Education for Citizenship; Friday evening, The School as a Social Organism; Saturday afternoon, Industrial Education; Saturday evening, The School and the Family; Sunday evening, The Education of the Conscience.

Section Meetings, in the mornings, for briefer and more technical addresses by specialists, with opportunities for free discussion. Among the section topics will be: University and School Extension; Special Classes for Defectives; Special Classes for Troublesome Children; Industrial Education; Commercial Education; Self-organized Group Work in the Schools; Social Training in Infancy and Early Childhood.

The Congress will be convened on Friday morning, November 30, 1906, at Tremont Temple. Additional details concerning it will be furnished upon application to the Corresponding Secretary.

Executive Committee: James P. Munroe, Chairman, President Social Education Club; Paul H. Hanus, Secretary Harvard Teachers' Association; Edward M. Hartwell, Chairman Educ. Com. 20th Century Club; Agnes Irwin, Pres. Woman's Education Association; Augustine L. Rafter, Supervisor of Schools, City of Boston; Eugene H. Russell, Pres. Mass. State Teachers' Ass'n; Colin A. Scott, Sec'y Social Education Club; Charles H. Thurber, Frank B. Tracy, Dora Williams, Robert A. Woods. Corresponding Secretary, Frank Waldo, Room 16, Rogers Building, Massachusetts Institute of Technology, Boston, Mass.

## A Self-Government Plan.

Written on the blackboard in one of the rooms of the Renfrew School in Adams, Mass., is the sentence, "Liberty without obedience is confusion and obedience without liberty is slavery." Its significance and how it happens to be there is an interesting story to those who are studying the problem of effective school discipline.

The so-called "school-city" plan in which the school children are elected to fill offices corresponding to town or city governments is becoming popular. Prin. M. A. Arnold, of the Renfrew School, who has made a careful study of school governments has found that the "school-city" plan has two weak points,—one that children are incapable of governing without the supervision of teachers, the other that it is not possible to find pupils who are successful as chairman or moderator.

So he devised a plan of his own. A simple constitution was drawn up inaugurating a government similar to that of the town of Adams with the following officers:—town clerk, selectmen, board of health, school committee, library trustees, truant officers, and policemen. The plan was first tried in the eighth and ninth grades. Special emphasis was laid upon the fact that the pupils were merely to assist in the government, but that the final authority was to rest with the principal and teachers. The following statement is found in the constitution and by-laws: "It is the purpose of these by-laws to get the co-operation of pupils in the work and government of the school, but the oversight, power, and responsibility shall be in the hands of the teacher when the government is not carried out to her satisfaction by the pupils."

The plan appealed to the children and the first meeting, with Mr. Arnold as moderator, was held at the beginning of last term. Elections take place three times each school term and regular meetings are held the first Wednesday of every school month.

The policemen's duties include keeping order in the school yard, in the corridors, and in the school room before school opens. The town clerk must keep records and call meetings. The Board of Health enforce regulations as regards waste paper, crayon dust, untidy desks, and disordered books and implements. The school committee and truant officers investigate the cause of absence and tardiness "in so far as possible without being rude." The library trustees must charge, keep track of, and repair all the books in the library.

The work of the year has been so systematically and thoroly done that Mr. Arnold is planning a more elaborate plan for next year.

## Europeans to Attend Carnegie Institute Dedication.

Prof. Adolf Harnack and probably Dr. Robert Koch will be among the distinguished Germans who will visit the United States in April, 1907, as guests of the Carnegie Institute of Pittsburg, at the opening of its new main building. Prof. Roentgen has been obliged to decline the invitation because of his advanced age.

Well-known men from other European countries, whose acceptances have been received, are:

France—Ex-Foreign Minister Delcassé, Prof. Boule, Edmond Rostand, Baron d'Estournelles de Constant, and August Rodin.

Great Britain—Sir Lawrence Alma-Tadema, Lord Hugh Cecil, William H. Preece, Frederic Harrison, C. F. Moberly Bell, William Huggins and, possibly, James Bryce.

Holland—Maarten Maartens and M. Van Karnebeek, Director of the Temple of Peace.

Hungary—Count Albert Apponyi.

## Moral Training at School.

By STATE SUPT. N. C. SCHAEFFER, of Pennsylvania, President of the N. E. A.

[Address delivered before the American Institute at New Haven.]

Whenever anything goes wrong in the life of the nation, the people look to the school for a remedy. If the driver is cruel to his horse, the school must give lessons upon the humane treatment of animals. If drunkenness or the cigarette saps the life and vigor of the people, the school must teach the effects of alcohol and narcotics upon the human system. If vaccination is neglected, the school is the means through which small pox is to be made impossible. If the forests are in danger of extinction, the schools must celebrate Arbor Day in order that children may learn how to plant trees. If the wane of the apprentice system makes it difficult for the boy to learn a trade, manual training must be introduced into the curriculum in order that the boy may learn how to use the tools which are fundamental in the handicrafts. If the housewife finds it difficult to get help, the schools must teach cooking, sewing, and dressmaking under the high sounding name of domestic science. If too many youth leave the farm for the city, the school is expected to instil an interest in rural life by teaching the elements of agriculture.

The latest claimants for recognition point in diametrically opposite directions. On the one hand the teachers of the public schools are to be asked to raise by contributions from the children four hundred thousand dollars for the construction of a colossal bronze battleship in honor of the heroes of the Maine; and on the other the schools are to promote international arbitration by celebrating the 18th of May, in commemoration of the establishment of the Hague Tribunal. No prophet can foretell the diverse and complex problems which will be shied at the school in the next fifty years, and the teacher is expected to solve them all for the modest compensation of thirty-five dollars per month. It can be shown that instruction in manual training, domestic science, and the laws of health is essential to complete living, and that the school can assist in the solution of some of the other problems which the teacher has been asked to assume, but to-day I turn from these to a problem of more fundamental importance! I refer to moral training in the public schools.

Of late there has been a growing conviction that the moral and religious instruction of children is neglected in the home; women's clubs and other organizations are already demanding the introduction of formal instruction in ethics and religion. Some deem it a sufficient answer to say that education is of two kinds, one kind being that which is given at school, and which is spoken of as schooling, whilst the other must be acquired out of the school and beyond the school. Whenever this distinction is ignored or neglected, the school is apt to be blamed for everything that goes wrong in the home, in the church, in the State, in society, or in the subsequent career of the pupil. The test question, however, is: How far can a good school supply what is neglected in the home and outside of the school. Very few of those who criticise the public schools, calling them Godless, irreligious, and wanting in ethical instruction, seem to realize what a good school accomplishes in moral training while both teacher and pupil are busy with the rudiments of an English education. The habits of accuracy, punctuality, industry, obedience, honesty, politeness, and self-restraint, which are inculcated in every good school, become virtues, call them the natural virtues if you will; without them the individual is out of place in any store, bank, counting

house, or industrial establishment, even tho he can repeat the entire catechism, or chapter after chapter from the sacred scriptures.

The aim of every school is the teaching of truth; and the corresponding virtue is veracity. Did you ever stop to think how much is gained in the moral life of the pupil if he is taught to tell the truth when asked about his age? In some parts of this country the average child has three ages. The first is the age which is obtained by consulting the family Bible or the baptismal certificate. It is the real or correct age, and is given when there is nothing to be gained by deception or concealment. The second age of the child is the factory age. It is one or two years in advance of the real age, and is given when the pupil wishes to go to work before the law allows him to do so, or when the minor wishes to get a drink contrary to law. These forms of law-breaking naturally lead to the more serious forms of lawlessness known as crimes. The third age of the child is the railway age. It is always less than the real age. The child is taught to give this diminished age in order that it may ride free when it should pay half-fare, or ride for half-fare when it should pay full fare. From stealing a ride there is an easy transition to other forms of fraud and dishonesty. The boy who cheats the railway is apt to develop into the man who is glad for an opportunity to defraud the municipality, the commonwealth, the federal government. The very atmosphere of a good school fosters the habit of truthfulness. If children are taught to love the truth and to scorn a lie, the foundation is laid for honesty towards the employer, the corporation, the municipality, the state, and the nation.

The school furnishes splendid opportunities for the development of civic virtues. The State of Pennsylvania furnishes text-books and supplies free to the pupils of the public schools. This saves about fifty per cent. of the total cost of the books under the former system, which compelled the parents to buy the books. The free text-book law furnishes a splendid opportunity for lessons upon the care of public property. In many schools the books furnished at public expense are better kept and better cared for than were the books bought by the parents. The school-house, the school grounds, the furniture, are public property. In the care of these the pupil gets his first lessons in civic pride and civic virtue.

Very many friends of the public school imagine that the moral life of the nation depends upon the daily reading of the Bible during opening exercises. The mere reading of the Bible can be magnified out of all proportion to its real value and influence. The mere fact that the Bible is read in the school may mean little or it may mean much in the way of moral and religious instruction. Everything depends upon the way and the spirit in which it is read. Some read it involuntarily or as a perfunctory matter; others read it to find cases of questionable morality; still others to find grammatical puzzles or paradoxical statements. Such reading of the Good Book has little or no ethical value. In such instances it were better to omit the reading of the Bible; the abuse of the Book for such purposes may destroy all reverence for its sacred pages. When teacher and pupil read the sacred scriptures for the sake of grasping the truths which lie at the basis of religion and morality, the exercise becomes a most efficient means of moral training.

No better material for moral and religious in-



struction can be found than that which is contained in the Old Testament. Its historical incidents have for ages been used for this purpose, and their educational value is as great to-day as it was at any period during the separate existence of the Jews as a nation. It is to be regretted that the rising generation is not as familiar with the lives of the patriarchs as were our forefathers in the days when the Bible was used as a school reader. But very many of the same moral lessons can be given incidentally during the hours devoted to American history. The history of our country is full of material that is well adapted for ethical instruction. Columbus fell upon his knees and offered a prayer of thanksgiving when he landed upon the shores of the New World. His devout example cannot fail to make a lasting impression upon the heart and life of the pupil. The existence of God is assumed in the oath of office which every president of the United States is required to take when he is inducted into office.

The teacher may occupy one of three attitudes towards this official act which certainly has in it a religious element. The teacher may be hostile to all religion and may go out of his way to find an opportunity for ridiculing the religious faith of Columbus and Washington. Or the attitude of the teacher may be one of indifference. The teacher who is never seen at church, who never offers a prayer, and who speaks of the acts of devout men as if these acts were matters of indifference, will beget in the minds of the pupils a similar frame of mind, unless, perchance, his conduct drives the pupils to the feeling of condemnation for his indifference to religion.

The third attitude which it is possible for a teacher to take, is that of sympathy with and respect for all ceremonies in which the existence of God is recognized and acknowledged. Religion is the sense of obligation and devotion which the creature owes to the Creator. Belief in a Divine Being and in future rewards and punishments lies at the basis of our civil institutions, and no pupil can be educated for his future duties as an American citizen if the school ignores the existence of God and assumes an attitude of hostility or indifference towards religion.

For instruction on the plane of civic virtue there is abundant material in our history. Perhaps the hardest lesson to learn is that it is the patriotic duty of the citizen to pay a just share of tax for the support of the Government and the education of the people. It is easy to wave a flag and make a noise on the Fourth of July, but the honest payment of tax is a more difficult display of patriotism. To carry a gun in a military parade is a bit of display which the heart delights in, but to pay a tax is a civic duty for which most people have very little heart.

John Fiske claims that the first lesson in civics should be a lesson on taxation. The opportunity for such a lesson is presented when the causes of the American Revolution are studied. In studying taxation without representation a little time can be spent in studying taxation from the comparative point of view. On learning how much tax is paid by the average inhabitant of England or continental Europe, especially of Russia and Turkey, the pupil will rejoice that his lot has been cast under the Stars and Stripes, moreover he will realize that if our municipalities keep on piling debt upon debt, a point must in no long time be reached at which there will no longer be money enough to give every child all the education which it is willing to take.

The sacredness of the ballot is another lesson which can easily be taught in connection with the history of the American Revolution. General Reed was offered £10,000, together with any office in his Majesty's gift if he would desert the Colonies and

join the Loyalists. Upon the floor of the Continental Congress this patriot declared, "I am not worth purchasing, but such as I am, the King of Great Britain is not rich enough to buy my vote." When the young man goes to the ballot-box for the first time he should say to himself, "I may not be worth buying, but such as I am, the ward boss is not rich enough to buy my vote."

Our Government is safe so long as the people believe in the judiciary and the ballot-box. So soon as money can buy verdicts or office, the people grow ripe for revolution. Our judicial system contains one feature not found in European systems that is designed to guarantee the rights of the individual. Every law can be tested in the courts, and if found unconstitutional, it is set aside in spite of legislative and executive approval. So profound is the faith of the people in the Constitution that many a citizen believes himself possessed of the right to declare legislation unconstitutional. This is a mistake. The citizen has the right to test the constitutionality of legislation in the courts of law; but he cannot arrogate to himself a power which has been delegated to judges learned in the law. When studying the formation of the Federal Constitution, the pupil can be inspired with a feeling of respect for judges whose duty it is to interpret our laws and to impose penalties for their violation.

The foregoing instances suffice to indicate what a wealth of material our history affords for ethical instruction. History teaches morality by example. The deeds of heroic devotion to a noble cause, of fidelity to duty under trying circumstances, of commendable bravery in the naval and military service, beget a spirit capable of similar service when the call to arms is heard. Justice to an enemy, toleration for the honest opinions of others, willingness to help the suffering and the down-trodden, a determination to serve one's country and if need be, to die in its defence,—these are but a few examples of the ethical results of good teaching in the department of American history.

The greatest teacher of all the ages was a teacher of morality and religion. The teaching of many truths in ethics and denominational religion must be left to the Church which he founded, and to the homes and Sunday Schools where he reigns supreme. The school cannot and should not try to usurp the functions of the home and the religious society, but it can, without formal lessons, inspire a sense of duty to God, and develop the virtues which are essential to good citizenship and to true manhood and womanhood.



### The Incurrigibles.

Supt. Frank H. Beede, of New Haven, Conn., spoke on the problem of the incorrigible boy and in referring to the treatment of the boy in school said in part:

"First, he may be placed in another room of corresponding grade, where conditions may be different. Second, it would be well to establish in every building of twelve or more rooms a special room, in which such a boy may be placed. No stigma must be attached to the room, or its influence will be harmful. Third, there should be in every large city, in connection with the school system, at least one disciplinary school for truants and incorrigible boys."

Mr. Beede believes in corporal punishment in extreme cases. In closing he said:

"Rightly trained, the incorrigible boy may be the very one—he often is—to lead in momentous political battles, to superintend gigantic commercial enterprises, to build great railroads, to construct massive bridges and rear skyward city blocks. What we call incorrigible boys may afterward become criminals. More often they grow up into respectable men and useful and public-spirited citizens."



## Trade Schools.

By PRES. F. S. LUTHER, of Trinity College, Hartford, Conn.

[Summary of address before American Institute of Instruction.]

A trade school is an institution in which handicrafts are taught with the definite purpose of producing skilled artisans. The graduates of a trade school should be competent carpenters, plumbers, bricklayers, blacksmiths, painters, machinists, etc. The work of the trade school may also include teaching the various occupations in which women engage. The trade school, then, differs from the technical school; for the object of the latter is to train highly accomplished engineers. Neither is the trade school the same thing as a manual training school. The purpose of manual training is to give to boys and girls the culture and general improvement which comes from the education of the hands and eyes. The trade school is frankly vocational. It fits men to earn a living in some specific way and to render to the State the indispensable service of the skilled workman. It takes the place of the old apprentice system.

Two generations ago the youth who wished to learn a trade was "bound out" as an apprentice. He learned his business by working at it under the direction of older workmen. The process at best was slow and wearisome and, practically, it is no longer in use. To-day there are few apprentices and such as may still be found are learning very little. The labor unions restrict the number of apprentices to limits grotesquely below obvious needs. The boys suffer from the jealousy, ill will, and incompetence of those who are supposed to teach them and from the greed of employers who try to get a man's work out of them for a boy's wages.

### Standard Deteriorating.

The situation of a boy whose teachers wish him to remain ignorant and whose employer wishes him to do the impossible is certainly lamentable. Partly as a result of these things the standard of excellence in workmanship, in this country, is surely deteriorating. The number of workmen who can do a good job is growing smaller and smaller. Our best workmen are elderly men or are imported from Europe.

It would be unfair not to mention as a yet unnamed cause of this state of things a prevailing belief among us that a trade is not so dignified a vocation as a profession, that wages are less honorable than salaries. Theoretically we often talk otherwise, but for our individual selves we prefer work that is so little per year rather than so much per day.

It seems likely that this notion will disappear with the progress of civilization. The gradual reduction of working hours to coincide with office hours, the improvement in the hygienic and esthetic surroundings of the shop, the rapidly diminishing call for physical strength and exhausting toil—all these things are tending to dignify and make attractive many forms of labor hitherto regarded as burdensome and objectionable. There seems good reason to believe that in the near future the tendency from the trades to clerical and office work may cease and be reversed.

### Learning a Trade.

How, then, shall the American boy learn a trade if he can be brought to understand and seek such a career? Not by becoming an apprentice. The employer often does not want him and the workmen won't have him. Not in a trade school, for they are very, very few.

The greatest danger which threatens the country just now comes from the lack of means for training the young to the vocations which must be followed

by a large fraction of our people if we are to hold any position in the world.

It is amazing that we should take so much pains and spend so much money in training boys and girls in our ordinary school curricula, and then turn them loose without the slightest knowledge how to do one single thing as the world wants it done. The German people know better than this.

I am far from advocating all curtailment of present public school opportunities. We ought to have many more high schools and colleges, and the age at which children may lawfully leave school should, I think, be raised. But it seems to me that our public educational system is dangerously defective in that it does not provide instruction in the kinds of service which the majority of the pupils are expected to render.

Some enlightened manufacturers are much disturbed over this matter and, especially in New England, are endeavoring to restore and expand the apprentice system. They will probably fail to do more than mitigate the evil in a narrow portion of industrial life. What we need is an awakening of the general public to a realization of the danger that we are in. Trade schools, manned by competent instructors whose sole business is to instruct, exacting a standard so high that American workmanship shall again become a matter of National pride; trade schools maintained by public funds and free as other public schools are free—these may solve this great and pressing problem. A bright boy can probably learn more in two years in a trade school than in four years of apprenticeship, simply because those over him are interested in nothing but his progress.

Just where schools of this sort should be rated in the public school system is a minor question. That such trade schools as now exist find their best patronage from men already at work, who attend the evening sessions seeking improvement in a trade at which they labor by day, is a striking evidence of the need of more such institutions.

Of course, when a boy spends two or three years in a trade school he must lose those years from academic work. That is inevitable. But is it not true that a young man with a good trade in which he is expert is more likely to make good his academic deficiencies, than is a high school graduate who can do nothing to become a useful citizen?

Thus far in the world's history there has never existed an educated community. When for the first time such a community does exist, it will be found that an essential portion of education is industrial, and that the distinction between trade and profession, between artisan and artist, tends to disappear. America should be zealous to lead toward this goal; for a country that could not endure half slave and half free will not long endure half educated and half uneducated.

### The Outlook.

To-day the outlook for the American boy of say 16 is not encouraging. Let us suppose that he has been thru the grammar schools and perhaps half his high-school course. In a vast majority of cases insuperable obstacles make college or technical school inaccessible. And when everybody goes to college everybody will also have to work. Our 16-year-old does not care for clerical work. He does care to make things, he wants to learn a trade. What shall he do? He will seldom or never be taken as an apprentice. The State, willing to teach him all about machinery, will not teach him to make it or to run

it; willing to teach him the uses of metals, will not teach him to use them; willing to give him arithmetic sums about building houses, will not teach him to build them; anxious that he should know about many things, stops short of showing him how to help in the work of the world.

Our boy must begin as an unskilled laborer; a doer of odd jobs, presently anxious for a "soft snap." There is nothing upon which ambition can feed. Tell him that a man must render an equivalent for what he gets, that to earn money is the only honest way to gain money and he replies, "But I do not know how to earn a decent living, to say nothing of comfort and reasonable luxury."

One sort of boy, in such cases, will force his way forward honorably, expiating the sins of his fathers by hard work, picking up by native ability in many years what should have been taught him in a few. A second sort discontentedly do, all their lives, what all of us should do part of our lives, the meaner, lower tasks; hope dead, ambitions forgotten, aspirations unknown, the saloon a haven of rest, and the yellow journal the literary diversion.

A third sort make grafters. And we might save most of these two classes of failures, many of them at least, by simply educating them in some chosen industry.

Perhaps some are thinking that the speaker makes too much of the material side of education; that boys should be taught that to earn a decent living is not all of life. Granted. Yet, let us remember that to earn a living is to render a service to society. If everybody did it the millennium would be close at hand. To-day our social troubles are mostly caused by those who will not earn their livings but seek other means for prolonging and making pleasant their stay on earth.

I do not advocate public trade schools however, as a panacea for all social ills. But I advocate their establishment as necessary to industrial success, necessary to the continuance of National prosperity, necessary to the reasonable efficiency and happiness of the generation which is about to crowd ours off the stage, essential to the development of the best in American manhood.



#### Medical Inspection in School.

The *Freie Lehrerstimme* reports the results of an investigation of the pupils in a school of Keagenfurt (Corinthia, Austria), which are of more than passing interest. There were examined 197 boys and 218 girls, total 415 children, of whom 161 were found to have good bodily constitution (38.78 per cent.), 214 only a medium (51.90 per cent.), and 40 a faulty constitution (9.63 per cent.). The most frequently found abnormality was detected in the bony system, especially rachitis, found in 35 boys (8.43 per cent.), and in 23 girls (5.54 per cent.). Curvature of the spine was detected in 6.74 per cent, other rachitic faults in 7.44 per cent. of the children. The eyes of 10.12 per cent. of the children, the ears of 3.61 per cent. were diseased. Diseases of the skin were diagnosed in 40 children (9.87 per cent.). The comparatively low percentage (38.78 per cent.), of children perfectly healthy is worthy of remark, altho it is not a rare case in the mountainous districts of Austria and Switzerland to find cripples and sickly children in school.

L. R. KLEMM.

U. S. Bureau of Education.

THE SCHOOL JOURNAL for Sept. 1 will be the regular annual number devoted especially to the interest of the so called "Private Schools." Teachers and others interested in the particular problems of these institutions are invited to contribute to that number.

### Women's Work in Education.

When Rabbi Hirsch was asked to specify, in his address before the Congress of Women assembled at the Portland Exhibition, the line of public work that most should exercise the influence of women in their home communities, he laid emphasis on their duty to the public schools. When a number of leading New York women inquired of Rev. Dr. Rainsford how they could best serve their city, he replied, "Turn your attention to the public schools." The thought of leading sociologists, men and women, is turning to the public schools as never before, in the conviction that the free educational system offers the only solution to the problem of how to reach the masses with those ideas that make for the uplift of the race. Everywhere the call is for the women to assist in this great work. Still, only in rare instances, have their services been asked in positions where their intelligence and influence will have direct effect. In spite of the fact that there are more women than men engaged in teaching as a profession, in spite of the fact that mothers more than fathers display an active interest in the education of their children, it is only occasionally that women are asked to serve on School Boards and give the schools the benefit of their superior knowledge of child life. Yet in those rare instances much benefit has been derived from the application of the mother-mind to the problems of the schools. In this respect America is away behind England and Scotland in using the intelligence of women to further educational causes. Nevertheless; the notable work that has been done by a few women in this country who have been able to set aside School Board traditions inspires the hope that public sentiment will eventually call out its best material; regardless of sex, in this service to the public schools.

When Miss Jane Addams founded Hull House; Chicago, her passion for social service embraced "an enormous interest in the public schools." When Mrs. Emmons Blaine consecrated her talents and fortune to the public weal she chose the channel of education and founded a school to train teachers for the public schools. To-day Miss Addams and Mrs. Blaine are on the Chicago School Board, the former at the head of its most important committee. When Miss Flora C. Stevenson of Edinburgh, Scotland, in 1873, consented to run for the School Board she began a career of public service seldom paralleled; filling one position after another during thirty-odd years, until as chairman of the Board she received the "freedom of the city" and the degree of LL.D.; in recognition of her service. When Mrs. Humphrey Ward, in 1902, sought a new outlet for her philanthropy, she transplanted to England an American idea and established in London the vacation school.

When Boston, following the initiative of England and Scotland, led the movement in America for placing women on School Boards, four honorable women responded to the call for self-sacrificing service—Miss Abby May, Miss Lucretia P. Hale, Miss Lucretia Crocker, and Miss Lucia M. Peabody. These women were the choicest product of old Boston, yet their presence on the School Board was a bold innovation, and as such was hotly contested. Tho fairly elected in 1874, the women were refused their seats and the action was sustained by the courts. Re-elected the following year, they took their case to the Legislature and won. In 1876, when the Board was reduced from 126 members to 24, the same women were re-elected. Of that old guard, but one survives—Miss Lucia Peabody. Her ten years' record of service on the School Board was a notable one. It was a golden age for the city schools—a time when the best men and women of Boston gave service without stint and without emolument.—PAULINE PERIWINKLE, in San Antonio, Texas, *Express*.



## The Catholic Attitude Toward the School Problem.

As Defined by the REV. MORGAN M. SHEEDY in "The Parish Monthly."

In this article we shall deal with the important matter of justice to Catholics on the school question. The problem is this: How may the American Catholic citizen be relieved of the double burden of school taxation? There is no fair-minded person who doubts that there is a grievance. The Catholic citizen pays his full tax for public instruction and, at the same time, is forced in conscience to pay for the maintenance of the parochial schools, which, as we have seen, are doing very satisfactory educational work for the state. Surely this is, on the face of it, a crying injustice. Can it be remedied?

Before coming to a discussion of the proposed remedy, let me call attention to an obvious principle, generally overlooked, that is stated by Dr. Nicholas Murray Butler, president of Columbia College, New York, in an address before the University Convocation at Albany, N. Y., June, 1902. President Butler truly said:

"While all forms of education may be under government control, yet government control of education is not exclusive, and the national system of education in the United States includes schools and institutions carried on without direct governmental oversight and support as well as those that are maintained by public tax and administered by governmental agencies."

Some very important consequences follow from the acceptance of this principle. A nation's life is much more than an inventory of its governmental activities. For example, the sum total of the educational activity of the United States is not to be ascertained by making an inventory of what the government—national, state and local—is doing, but only by taking account of all that the people in the United States are doing, partly through governmental forms and processes, and partly in non-governmental ways and by non-governmental systems. In other words, the so-called public education of the United States—that which is tax-supported and under direct control of a governmental agency—is not the entire national educational system. To get at what people of the United States are doing for education, and to measure the full length and breadth of the nation's educational system, we must add to public or tax-supported education all activities of similar kind that are carried on by private corporations, by voluntary associations, and by individuals. The nation is represented partly by each of these undertakings, wholly by no one of them. The terms national and governmental are happily not convertible in the United States, whether it be of universities, of morals, or of efficiency that we are speaking.

This point is of far-reaching importance, for it has become part of the political jargon of our time that any undertaking, to be representative of the nation, must be one which is under governmental control. Should this view ever command the deliberate consent of a majority of the American people, our institutions would undergo radical changes and our liberties and right of initiative would be only such as the government of the moment might vouchsafe to us. But we are still clear-sighted enough to realize that our national ideals and our national spirit find expression in and through the churches, the newspaper press, the benefactions to letters, science, and art, the spontaneous uprisings in behalf of stricken humanity and oppressed peoples, and a hundred other similar forms, quite as truly as they find expression in and through legislative acts and appropriations, judicial opinions, and administrative orders. The latter are governmental in form and effect; the former are not. Both

are national in the sense that both represent characteristics of the national life and character.

It is obvious, then, according to this view, that the Catholic parochial schools of the United States are part and parcel of our national system of education. And, being so, they should become the object of careful consideration, in every phase, by the thoughtful American citizen. Now, Catholics ask their non-Catholic fellow-citizens to look at the financial side of the parochial-school question. Catholics are the minority, but they are not an unimportant minority; they comprise from twelve to fifteen millions of the population; they are an integral part of this great country, and history demonstrates their loyalty to the land of their birth or adoption, since in every crisis of our history their patriotism and fidelity have been in evidence.

They are looking for no favor, or privileges; they only ask for justice and fair play, and the constitutional right to have a voice in the affairs of government. In seeking financial recognition for their schools they are but asking that their own money, and not other people's, shall be applied to the education of the children of the nation. Who shall say they are asking for more than their right? The State is not the absolute master of all moneys in its treasury. It is the custodian only, and justice requires that the moneys raised by general taxation be distributed according to the reasonable and just wishes of the taxpayers. Catholic opposition to the existing state of affairs proceeds from no sinister selfish purpose.

The history of the agitation concerning "denominational" schools cannot but make Catholics think that partisan feeling and religious prejudice, and not the merits of the question, have brought about the present state of public opinion—the unwillingness to look calmly and justly on the claims of the Catholic minority.

But there is the common objection that the appropriation of any money from the public treasury to denominational schools would be a violation of the fundamental law of the land, which recognizes no religion or sect. Does it ever occur to those who insist on this view that the very policy of excluding religious instruction from schools maintained by general taxation is, as a matter of fact, class legislation in favor of unbelievers and agnostics?

Unbelief is actually some kind of belief. Consequently, may not the mass of Christians justly protest against a system which permits any state institutions becoming tacitly an agency for the spread of infidelity?

### The Parochial-School System Cannot Be Ignored.

It is said that the official machinery required to carry out a system which recognizes denominational schools would be so complicated as to be practically impossible because of the multitude of sects in the country which would claim recognition. Any agency which will meet the requirements of the state in the amount and character of the education demanded ought to receive recognition. The difficulties incidental to such recognition should not rule out of court any just claimant. Does the national government refrain from collecting its revenues simply because from the Great Lakes to the Gulf of Mexico, from the Atlantic to the Pacific, a thoroughly disciplined army of revenue officers must be drafted into service? Does the insignificance of the tribute render the humblest citizen in the remotest town of the Union free from the tax-gatherer's demands?

All that is asked is simply the recognition of results secured in educational work. It is a good policy;

affirmed over and over again in municipal administration, to utilize existing agencies.

It is difficult to imagine a reasonable objection to such a plan. Let me put the case thus: The state wants a certain article—secular education for its youth. What would it matter to it (the state) where this article is procured, provided it is procured, and of the quantity and quality required? What would it matter to the state if the required secular education is procured in a school where another quality of education, namely, religious instruction, may also be procured by those who desire it? The state doesn't want the religious education, but the parent, let us say, does. Then let the state pay for the thing it wants, that is, the standard secular knowledge, leaving the parent to pay or not to pay for the other, as he may please. Does the state thus pay for anybody's religion or religious instruction? Of course not. It pays so much per head per annum for the boy or girl secularly educated up to its requirement as certified by its inspecting officer. Such officer visits the school—Catholic, Protestant, or purely secular—and by examination ascertains whether the required secular education has been given. Being satisfied, he reports accordingly, and the state pays for the result as required. To the principle of this plan no honest objection is conceivable—no objection that is not prompted by sheer prejudice. Other countries—Canada, Scotland, England, and Germany—have solved the problem. Why cannot the United States?

What the Catholic citizen might well say to the state is this: Widen, broaden and deepen the national system of education. Do not make a monopoly of secular instruction to the extent of exacting that public money be paid for secular instruction in those schools only where secular instruction is given. What the state wants is not schools and faculties—these are but the means to an end. What it wants and what it pays for is secular training. Therefore, throw open the work of education to free competition; pay for it wherever given, no matter whether religion be taught there or not.

The American state is not hostile to religion. Suppose two schools on opposite sides of the street, the one a public school, as now called, the other a parochial or private school. In both secular knowledge of precisely the same character is given. Why should not the state pay for the secular tuition in both, even if in one of them Methodism or Episcopalianism or Catholicity were taught? Secular education is what the state wants and what it gets. Why should it concern itself as to who imparted it? Will you say the state is then paying public money for the teaching of religion? Not one penny of public money is wanted or goes for religious training. The secular training demanded by contract with the state is given, and self-sacrificing teachers find the time to teach morals and religion besides.

In the two schools the state may act in precisely the same manner, prescribe the curriculum, examine teachers presented by the parochial or private schools, as well as those of the public schools, examine the work done and pay for it when it is up to the standard. What would be the result of this method? Those who really believed in dogmatic revealed religion would build schools at their own expense, and would offer to the school board teachers whose qualifications to teach the secular branches desired could be passed upon by the state. And before one dollar of public money be paid the state could see that the secular instruction had been given. Having given that instruction according to contract, these teachers in their own way would impart to their pupils just what religious teaching the parents desire. And thus this vexed question would be solved.

That America will one day do this we cannot for a moment doubt. We have the fullest confidence in the fulfilment of her providential mission as a great Christian power in the world's future. We have the fullest confidence in the good sense of the American people, and in their love of fair play. Therefore we cannot but feel certain that America will yet make sure the foundations of her Christian civilization by providing for the youth of the land an adequate system of education. For that day Catholics wait in patient hope.

Meantime, as one of our Catholic archbishops urges, the duty of Christian parents who love their children and their country as they ought is manifest. They are bound to procure for their children, by their own exertions and with their own means, that greatest of all earthly blessings, the priceless boon of an education which, while thoroughly sound and thoroughly American, will also be thoroughly Christian. To this they are called by the voice of the Church, whose Councils have repeatedly and emphatically declared that the spread of Christian education is the great work of the age, and that no parish is complete without a Christian school. To this they are called by the voice of nature, by the heaven-imposed obligations of parental duty and parental affection. To this they are also called by the voice of patriotism. For a while their country may misunderstand their action and misjudge their motives. This we profoundly regret, but it cannot deter us from doing our duty. We will press onward in the work, towards the high aim of placing the advantages of an excellent Christian education within the reach of every Catholic child in the land. And the day will surely come when, prejudices and misunderstandings being laid aside, our country will do us justice, and recognize that we have indeed been her best friends.

For the American people will one day come to understand, what the experience of other nations has confirmed, that the only sure foundation of both the Christian Church and the Christian State is Christian education—such an education as is now given in the Catholic free schools of the United States.

#### Addition to National Hymn.

In a stirring appeal to the Presbyterian General Assembly in behalf of the Church's work in the California earthquake, at its recent meeting in Des Moines, Dr. Henry Van Dyke declared that when he studied California he always felt that the lines in Samuel Francis Smith's national hymn—

I love thy rocks and rills,  
Thy woods and templed hills,

Were intended for New England, and that for California must be added the following lines:

I love thy inland seas,  
Thy capes and giant trees,  
Thy rolling plains,  
Thy canons wild and deep,  
Thy prairies' boundless sweep,  
Thy rocky mountains steep,  
Thy fertile mains.

Thy silvery strands,  
Thy Golden Gate that stands  
Afront the West;  
Thy sweep and crystal air,  
Thy sunlight everywhere,  
O land beyond compare,  
I love thee best.

The salaries of all teachers in the elementary grades of the Cleveland public schools are to be raised the coming year. The total increase will be about \$100,000. The average increase for each teacher is about \$60. The advance under the new schedule will be exclusive of the usual increases under the old salary schedule.



## A Course of Study in Geography.

By LEWIS W. HINE, Ethical Culture School, New York City.

The formal geography begins in the fourth grade and is completed in the seventh. Four thirty-minute periods a week for the year are divided between geography and nature study. Much of the latter work grows out of and bears very definitely upon the geography. In the fourth grade, one thirty-minute period a week is assigned for homework; in the fifth and sixth, three periods, and in the seventh four periods.

In the first three grades the informal geography consists largely of participation in the activities of our home life, contrasted with that of other peoples in hot, cold and temperate climates. The life of primitive people, working out better conditions from their rude environment, brings out characteristic features of topography. The life of the pioneer, applying knowledge previously gained to the subduing of his environment, continue the appreciation of different adaptations of life to different surroundings. Observation of common phenomena of weather grow out of the child's experiences out of doors, in the garden work, etc.

### Grade IV.

The regular geography begins in this grade. The keynote of the grade work is exploration and discovery and the spirit and enthusiasm of this is utilized in geography, in obtaining the first world-view.

A journey of exploration out into the universe gives ideas of the various heavenly bodies—their immense size, characteristic shape and motions, and the relation of our earth to them. In this way, concepts of the shape, motions and size of the earth are built up.

Then the continents and oceans on this sphere are found and located with particular reference to ourselves. This is impressed by means of exercises in pointing through the earth to the places located, and the use of and drill upon the cardinal points are involved. The location of the zones and explanation of the cause of differences in climate, depending upon the varying position of the sun, follows. The world-view is further obtained by study of the life, occupations and characteristics of different peoples studied in the history, which gives some types upon which to build the pupils' world-view.

When they are following the explorations of the Greeks, the geography class is exploring the Greece of to-day. When Marco Polo tales take them to China, the life conditions in China to-day are studied; and Viking tales give motive for the study of conditions of living in Norway.

By this time the pupils have a basis for the study of conditions of life and industry in our own country, closing the year's work with a study of New York City as the focus of trade and immigration from all these countries of the world. Thus, the pupils gain a realization of the place of New York City in the world and its relation to the trade and life of the rest of the world.

In the first three grades the children have been gaining ideas of land and water forms and in this year the definite study of topography is begun with a study of the life of the river, illustrating changes in Nature observed by them and enlarging their ideas of uses of rivers, valleys, etc., to man.

The interpretation and use of maps is begun in Geography and History. In mathematics the diagram has been used extensively in the finding of areas of school-room, garden, etc., and finding how the distance to heavenly bodies is ascertained. All these are represented drawn to different scales. In this way the children are gaining an appreciation of what the map means and the use of different scales is readily grasped. The sand-maps and

simple free-hand maps help in realization of what the different kinds of maps represent, and this is continued in mathematics by making of simple maps in the park, by locating and drawing to scale the important features of a small area. The Class Museum is of great assistance. When a country is studied, pupils bring in articles showing different points about the life and occupations of this people and a temporary loan exhibit of photographs, postals, souvenirs, books, etc., is thus built up for reference.

Tarr and McMurry, First-Book, and Carpenter's Readers are the chief books used for collateral reading.

### Grade V.

In this year, Europe is treated in some detail. The approach to the study of life, occupation and characteristics of the chief countries of Europe is assisted by dominant interests in history and nature study. Conditions of life in Spain and France to-day are investigated and compared with those of the Middle Ages studied in history; the agriculture work gives motive to find conditions in the agricultural countries of Europe; and the weather records kept at the Autumn Equinox and in December are followed by laboratory experiments and form a basis for understanding climatic conditions in different countries of the world.

The continent is early treated as a whole to get the large topographic features and the relative position of the chief countries. A brief view of industries, topography and conditions of civilization of Asia, Africa and South America, accompanied by a view of races and climatic belts of the world complete the second world-view.

Topographic work in outline, sand and clay maps, followed by memory maps, for location of chief countries, cities, rivers, highlands and lowlands, accompany the foregoing work. Further and more systematic study of text and collateral reading is taken in Tarr & McMurry, First-Book and Carpenter's Readers.

### Grade VI.

Here the emphasis is upon North America. First the continent as a whole is taken up by means of sand and outline maps to show relief, shape and position of its countries. This is followed by an industrial study of our State—a bird's-eye view to find leading industries—then a detailed study of them. The dairy industry, as a typical one in which the pupils may participate, is taken up and studied first-hand at a dairy-farm. Study of the agricultural, mineral and manufacturing industries of the State follows and naturally closes with a study of the development of commerce and the location of routes in the State and the physiographic conditions which have helped so much to make New York the Empire State and our city the commercial center of the hemisphere. This industrial work forms a basis for the study of the chief industries of the United States, following the political groups for the sake of economy, but emphasizing the topographic units, highland and lowland regions, in their relation to industries and life. Topographic work accompanies and illustrates the foregoing study and helps in the history work in the St. Lawrence Basin, Mississippi Valley, etc. Collections of products, pictures, etc., brought in by pupils, are arranged and put into permanent form for present and future use.

A brief study of Canada, Mexico, Central America and the chief countries of South America in their relations to our country finishes the year's work.

The weather work forms an interesting and valuable center. Discussion of weather signs and

proverbs leads to a study of courses of storm and weather changes in our country and the general circulation of atmosphere over the world. Laboratory work with air pressure and movement of air currents helps explain the reasons for these movements and changes. The work of the United States Weather Bureau is investigated to see how the weather information is collected and distributed, and the work closes with a trip to the Weather Bureau to see the instruments and methods used and a better realization is gained of the value of this department to all classes of people.

Laboratory work with the common rocks of the vicinity and the minerals of the state and country helps to a better appreciation of the industrial resources of our country.

Collateral reading—Tarr & McMurry, Second Book, New York State Supplement to Tarr & McMurry, Carpenter's Geographical Readers, Frye's Grammar School Geography.

#### Grade VII.

In this grade the pupils get their final world-view. The chief countries of Europe, Asia, Africa, Australia and South America are studied to find the commercial value of each to the rest of the world, and some explanation of the reasons for its standing.

A final summary is made by means of a comparison of these countries with the United States and a more intensive study of industrial life in our country in connection with the expansion and settlement of our country taken in the history work.

Current events are used as centers of special work to give vitality and help pupils form habits of outside reading. The selection of salient points in home reading is helped by writing of synopsis of chapters in text and other reading.

Collateral reading: Tarr & McMurry, Third Book, Carpenter's Readers, Frye's Grammar School Geography, Dodge's Reader in Physical Geography.

The preceding course of study we have found well adapted to the needs of our pupils. Whenever it is possible to give help to or obtain it from other subjects, we find it economy to do so.

At every stage of the work the pupils are helped to see the importance of right methods of study, to find how to apply themselves to the study work, and thus to form habits of study which will be of greatest value now and all through their lives.

### Re-Organization of Country Schools.

In an address recently made at Ithaca, N. Y., L. H. Bailey made two propositions of general interest. The first was that education should develop out of experience and not out of books and, second, that every school should be the natural expression of its community. This means, therefore, that the educational work of the child should begin with things which are about him and are naturally a part of his life.

"At the present time," said Professor Bailey, "the schools are not likely to begin with essentials. We must put the schools in line with the growing knowledge of the world and there are two ways this may be attempted. There is the old way of adding new subjects, the present process, which make the schools overfilled and topheavy and leads the people to complain of fads. As a matter of fact we should subtract rather than add, if either is to be done, and we must attain our end by reorganization of the whole school fundamentally.

"If every school should be the natural expression of its community, then the rural school should express agricultural and country life. This should not be done by adding agriculture to the schools, but by a new kind of teaching of customary subjects. For instance, take arithmetic. The principles of number are the same in all parts of the world, but when it comes to the application of them, we

can just as well have problems that have relation to the country and farming conditions as those we now have, which are partly puzzles and partly theoretical. Arithmetic can be so taught as in ten years to revolutionize the agriculture of the State.

"In geography we should begin with the local environment and not with the distant countries and the solar system. We should deal first with the neighborhood and expand the field as the child grows. We should treat of the farms and roads and forests, and the soil, cattle and people. In the old days we learned of the lions and tigers of the old-world jungles, but never a word of the pigs and chickens. Geography could be so taught as in ten years to revolutionize the agricultural and country life of New York State.

"Nature study and agricultural teaching is not something to be added to the school system, something extraneous and external, but it is to be internal and in time as much a part of school work as oxygen is a part of the air.

"This reorganization will demand a new type of teachers, better paid and better trained, who shall teach as a business and not as a makeshift, and will necessitate a new type of control of country schools."

### Industrial Education in Europe. III

(Concluded from THE SCHOOL JOURNAL of July 28.)

#### Italy.

As early as the fifteenth and sixteenth centuries several efforts were made to establish industrial education in Italy, but it was only after the formation of the national union that it was really established there, when industrial schools and schools of arts and trades, in addition to the schools for literary scientific and general culture, were established by the local authorities. Sometimes they were founded and maintained by workmen's associations. They usually received subsidies from the State, the provincial and communal authorities, the Chambers of Commerce, and sometimes even from the savings banks. They conform to the necessities of the local situation, and are under the jurisdiction of the Ministry of Agriculture, Industry and Commerce, and the Ministry of Public Education.

#### Classification.

Industrial schools and schools of arts and trades. Schools of art applied to industry, and schools of industrial drawing.

#### Character of Instruction.

Among the subjects taught are: Resistance of materials, mechanical technology, power machines, electrotechnics, textile technology, physics, chemistry, architectural designing, wood carving kinematics, statics, weaving, dyeing, mineralogy, topography, metallurgy, drawing, typography, tanning, modelling wood, and metal engraving, decorative painting, plastic art, glass working, embroidery, etc.

Day, evening, and Sunday sessions are maintained, and the courses run from one to eight years, three years being the general rule.

#### Qualifications of Students.

In some institutions pupils are admitted at the early age of eight years, while in others they must be at least fifteen years of age, and possess an elementary education.

#### Tuition.

Where tuition fees are charged they run from 5 lire (97 cents) for the first year and 10 lire (\$1.93) for the second year to 700 lire (\$135) a year for the higher educational institutions. Scholarships are also established, and tuition made free in some cases for pupils obtaining a certain rating in examinations.

#### Benefits.

Graduates experience no difficulty in obtaining employment at good wages.



## What Virginia is Doing for Her Common Schools.\*

By HON. JOSEPH D. EGGLESTON, JR., State Superintendent of Public Instruction for Virginia.

There have always been liberal provisions for local taxation in Virginia. The new Constitution went into effect in 1902-5, in which school-year \$2,136,900 was spent for the common schools. This Constitution made the provisions for local taxation even more liberal than they had been. The statute law now requires that the levy for schools shall be not less than 7½ cents on the \$100 in each district (township), and not less than 7½ cents in each county. From July 31, 1903, to July 31, 1904, the increase in the School funds raised by local taxation was \$69,000, while the increase in the State during the same period was \$39,000.

From July 31, 1904, to July 31, 1905, the increase in school funds raised by local taxation was \$161,000, while the increase in the State funds during the same was \$26,400. I have referred to the years 1903-4 only in order to show that on account of the increased prosperity of the people and because of the liberal provisions made by the new Constitution there has been a steady and substantial increase in the local tax for schools.

During the year ending July 31, 1905, the sum of \$2,432,000 was spent for the common schools. Of this amount \$1,303,900 was raised by local taxation. I am sorry that it is impossible so early in the year to give accurate statistics showing the rapid increase in local tax for schools which is taking place at this time. But if increased interest in the schools is measured by the increased amount of local taxes raised for schools, we have in Virginia a happy outlook.

Although our people prospered and taxes for schools were increased, it was felt that something was needed to stir the people to a more intimate and personal interest in the education of their children. It would be going too far back to trace the origin and growth of this idea. The soil was ready for the seed.

The School of Methods founded in 1889 has helped to prepare the soil and will go into the educational history of Virginia as one of the greatest factors in arousing the teachers to a sense of their calling, in fitting them for better work, and in giving them a desire and hope for better conditions; while the State Teachers' Association, founded in 1899, organized the teachers; worked for better professional spirit, and was the pioneer in starting local organizations for the improvement of school conditions. These two organizations and the splendid work of the press in Virginia, notably the *Richmond Times-Dispatch*, made possible what has followed.

This preparation and the agitation started by the great debates in the Constitutional Convention provoked a fearful discussion of educational needs. Under able leadership the Co-operative Educational Commission of Virginia came into existence in 1904, and at once became a vital force in our educational work.

In the spring and summer of 1905, Virginia witnessed one of the most memorable campaigns in her history. A United States Senator and all of the State officers were chosen first by a primary conducted by the Democratic party, and then in November by regular election. The campaign in some respects was exciting and sensational, but through

all the excitement there rang one note clearer and more persistent than any other. "Our public schools must be improved!" There was not a candidate for either the United States senatorship or for any State office who did not pledge himself to do something in his power, if elected, to improve the public schools.

The platforms of the various candidates for Governor, Attorney-General and Superintendent of Public Instruction were published in the early Spring, and the dominant notes in each were better schools and better roads. By May, 1905, the campaign was in full swing.

In the meantime a comprehensive educational program had been decided upon by the Co-operative Education Commission to occupy the month of May and to cover every county and city. Public men, all the various candidates for office, leading educators and ministers throughout the State and the newspapers of Virginia gave invaluable aid to the movement, and their interest remains unabated, as is shown by the fact that their columns are always open to advance the cause of education. This campaign was conducted in such a thorough manner that many of our people who had heretofore been indifferent were thoroughly aroused on the subject of education.

When the General Assembly met in January, 1906, the people were expectant and did not hesitate to demand a rich fulfilment of these wishes of their constituents, and passed some of the most far-reaching laws that were ever enacted in behalf of the schools in Virginia. Briefly stated these laws included:

An act appropriating from the State Treasury an additional \$200,000 a year for the pay of teachers in the primary and grammar grades, making now \$400,000 a year so contributed, not including State taxes for schools.

## "Optimism" and Fact.

This declaration is made in the *Express* of San Antonio, Texas:

"Nothing is dearer to the heart of the average Texan than the public schools, and their efficiency and power for good is ever in the thoughts of the best citizens of the State."

Is this the kind of oratory with which indifference is soothed or do these words issue from the fountains of truth? Mrs. F. P. Guenther, of Hallettsville, who is superintendent of the schools of Lavaca County, and president of the County Superintendents' Association of Texas, has issued a stirring letter in which occurs this severe indictment:

"It is an undeniable fact that the development of our school systems has not kept pace with the material growth and prosperity of the State, and that in the essentials of an efficient public school system Texas is far below the average State of the American Union. In matters of education, the best is none too good for the children of Texas. It is conceded that the two greatest needs of the public schools of this State are:

1. Sufficient money with which to adequately equip and maintain every school in Texas for the time required by the Constitution of the State, six months in each year.

2. Closer and more efficient supervision of the country schools by men of adequate scholarship, professional training and successful experience as practical teachers.

Upon these two essential needs of the schools the teachers and friends of popular education in Texas should unite and concentrate their efforts in bringing about satisfactory results at the earliest date possible."

\* This interesting discussion of educational conditions in Virginia was prepared for the meeting of the Association of Southern State Superintendents, held in Lexington, Ky., last April. Owing to serious illness in his family, Mr. Eggleston was prevented from being present on that occasion.

## Notes of New Books.

Labiche and Martin. *LA POUDRE AUX YEUX*. A comedy in two acts. Edited by Victor E. François, A. M., Instructor in French, College of the City of New York. Cloth, 12mo, 111 pages, with introduction, notes, exercises, and vocabulary. Price, 30 cents. This is one of Labiche's most famous plays. The plot is constructed with such care, the characters are brought out with such clearness, the dialog is so fluent and the humor so true and natural, that it provides excellent material for elementary classes reading French. Besides an introduction, notes, and vocabulary, this edition furnishes valuable composition drill in the form of exercises based on specific portions of the text. (American Book Co. New York.)

History, as usual, has been making it lively for the cyclopaedia makers. In fact, the number of things that Mr. John D. Champlin writes he has had to add in the fifth edition of his *YOUNG FOLKS' CYCLOPAEDIA OF PERSONS AND PLACES* (of which he had issued a revised one for 1901) is very impressive. They include the Russo-Japanese War, the establishment of Norway as an independent kingdom, the Baltimore fire, the eruption of Vesuvius in 1906, and the nearly total destruction of San Francisco by earthquake and fire in the same year. Important historical facts in various countries have been added. The necrology has been brought down to date, and new titles inserted. Among the last being articles on those who came into prominence in the Russo-Japanese War, as Oyama, Togo, Kuropatkin, Rojestvensky, etc., as well as some otherwise distinguished, as the new pope, Pius X, Whistler in Art, and Dvorak in music. This new edition will be gotten out at once by Messrs. Henry Holt & Company.

A most noteworthy addition to Silver, Burdett & Company's list of school and college texts, are *THE SILVER-BURDETT READERS* by Ella M. Powers and Thomas M. Balliet—a series of five readers, national in scope, based on the best principles of pedagogy. Especially are these books distinctive in the skill with which they have been graded. There are embodied in the readers, selections from the choicest literature, including history stories, fables, fairy tales, and poems, taken from the best sources. The lessons have been carefully arranged with reference to the increasing difficulty of the thought and of the sentence structure. The vocabularies have been graded with great care.

*THE SILVER SERIES OF LANGUAGE BOOKS*, by Albert LeRoy Bartlett and Howard Lee McBain, a two-book series in which English grammar is simply and logically presented on the inductive plan. The first book, *FIRST STEPS IN ENGLISH*, provides attractive language work for primary grades, and lays a firm foundation for a later more scientific study of grammar. The key note of the second book *THE ELEMENTS OF ENGLISH GRAMMAR* is the belief that the logical unit for the beginning of the pupil's study of grammar is the sentence by means of which he expresses his thought, not the words of which that sentence is composed. The first section of the book is, therefore, devoted to the discussion of the sentence and its parts, while the second section is given to the more detailed classification of the parts of speech. To these two general divisions of the subject proper, has been added a third part, containing suggestive work in composition.

*THE QUINCY WORD LIST*, by Frank E. Parlin, A.M., is a sensible spelling book that teaches spelling, and furnishes valuable elementary word study. The list contains over seven thousand of the commonest words of our language, graded and arranged according to a definite plan—a large percentage of the words being key words, or words which present the difficulties of a whole group of words.

Two very important new arithmetics (*The Standard Series of Mathematics*) are *THE NEW ELEMENTARY ARITHMETIC*, and *THE NEW ADVANCED ARITHMETIC*, by John W. Cook and Miss N. Cropsey. The former book, intended for use in the third, fourth, and fifth elementary grades, contains an abundance of carefully graded exercises, designed to develop the subject systematically, and to train pupils to think in number, and the latter book is fairly representative of what is best and progressive in present-day methods. It emphasizes three most important things: To train in scientific reasoning; to train in concentration, and to train in accuracy. (Silver, Burdett & Company, New York, Publishers.)

*GREAT NAMES AND NATIONS* is, as its sub-title indicates, a first-book in history. The author, Harmon B. Niver, says that this little volume, and one which is to follow it, are intended to supplement the pupils' first study of the histories of the world. Countries and cities, geographically considered, are at the best but dull subjects to the average boy or girl, but a knowledge of the leaders who found and developed them and of the great things that they have witnessed, awakens lively interest and enthusiasm. The countries of

which these brief historical stories are told are China, India, Egypt, Assyria, and Babylonia; Lydia; the Phoenicians, the Hebrews, Medes, and Persians; Greece, and Rome. The historical stories are simply told and in a style suited to the understanding of boys and girls in the elementary schools. The book is well printed and well illustrated. (The Trow Press, Publishers, New York.)

When we remember the black-cloth books of our childhood, labeled "Civil Government" and filled with a lot of uninteresting stuff about the United States Constitution and its interpretation, such a charming little volume as *LESSONS FOR JUNIOR CITIZENS*, makes us wish we could live over our school days in modern fashion. Mabel Hill, the author of the little volume—it is not so small either, for there are two hundred and thirty odd pages—is teacher of history and civics in the state normal school at Lowell, Mass. She states in the preface that it is her belief that a knowledge of the principles and duties of good government should be presented in the elementary schools. She adds that she has "found that these young citizens are keenly interested in the study of civics, but that this branch of knowledge is a bond between the schoolroom and the home."

No wonder that this has been Miss Hill's experience if she teaches the subject as well as she writes about it. The various "stories" which comprise the book are as interesting as the best tales in the best juvenile magazines. Every normal pupil will read with pleasure, and will remember the stories of police department, board of health, fire department, street department, school system, park commission, juvenile court, town meeting, village improvement, national convention, and all the rest. Prof. Albert Bushnell Hart has supplied a pertinent and convincing introduction on the place of such a book in school. Two carefully arranged appendices supply much additional information. (Ginn & Co., Boston, Publishers.)

Everyone who has resided for a while in Germany sees to what an extent song is a part of the German's life—in the home, in the school, out tramping in field and forest, in the convivial evening hour, in the church and in the opera—and every student knows that of all student songs, there is no other collection so rich as that of the Germans. To begin with, the words of a large number of the songs were written by great German poets, and then equally great German composers set the music. Owing to the predominance of the male student abroad, however, these German songs are invariably found in German editions adapted only for male voices. Professor A. R. Hohlfield, the head of the Department of German of the University of Wisconsin, conceived the idea of arranging a book which should contain a large number of the finest of all the German songs, adapted however for mixed voices, solos, quartets, a book such as had never before been issued here or abroad, and which would meet the wants of our American teachers and students in co-educational institutions who desire to familiarize themselves with the best in German song. The work was a labor of four or five years, assisted though the professor was by a very able committee of the Germanic Society of Wisconsin University. At last we have the volume—a neatly printed quarto, bound in cloth, containing nearly one hundred songs, with biographical and historical data and an introduction, all in German. Besides a music book, the volume may be used as a reader for German poetry. The title of the book is "Deutsches Liederbuch," the publishers are D. C. Heath & Co.; the price, 60c., without postage.

### Sallow Faces.

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How many persons realize that coffee so disturbs digestion that it produces a muddy, yellow complexion?

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A Washn. young lady tells her experience:

"All of us—father, mother, sister and brother—had used tea and coffee for many years until finally we all had stomach troubles more or less.

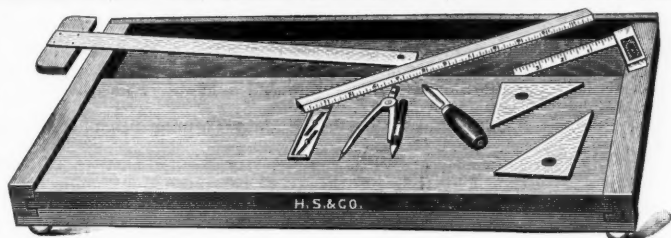
"We were all sallow and troubled with pimples, breath bad, disagreeable taste in the mouth, and all of us simply so many bundles of nerves.

"We didn't realize that coffee was the cause of the trouble until one day we ran out of coffee and went to borrow some from a neighbor. She gave us some Postum and told us to try that.

"Although we started to make it, we all felt sure we would be sick if we missed our strong coffee, but we were forced to try Postum and were surprised to find it delicious.

"We read the statements on the pkg., got more and in a month and a half you wouldn't have known us. We were all able to digest our food without any trouble, each one's skin became clear, tongues cleaned off and nerves in fine condition. We never use anything now but Postum. There is nothing like it." Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville." "There's a reason."





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## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 11-15 East 24th Street, New York City.

Mr. Patrick M. Jones, Superintendent of School Supplies for the New York City Department of Education, has stated that the refusal of the Board of Aldermen to grant an appropriation for a new depository will prevent economies in his department that might be practised under favorable conditions. He asked for a depository costing \$400,000. The board of education selected a site and petitioned the Board of Estimate for its purchase. The aldermen turned the plan down. Mr. Jones says that with one adequate depository he could cut down the expenses of his department next year by \$150,000.

The Scribners are publishing from month to month a series of beautiful calendars. The one for August has for a background a rough brown paper, against which is pasted a reprint, in color, of an illustration from *Scribner's Magazine*. The subject is most appropriate, being a moment for rest and refreshment of the farmer in the hayfield. It is a reproduction of a painting by A. B. Frost.

A COMPLETE PRICE LIST OF SCHOOL AND COLLEGE TEXT-BOOKS gives the American Book Company's books conveniently arranged. It is an alphabetical price list, and just at this time, when teachers and school boards are planning the cost of next year's books, it is worth having at hand. Sent on application to the American Book Company, New York.

### Supplementary Reading.

Of all modern devices for making the path of education pleasant and alluring, the scheme of supplementary reading is the most notable, says *Publishers' Weekly* in its issue for July 28. In the last few years the most enterprising publishers have given their attention largely to the work of preparing standard literature and general knowledge in such

shape as not only to round out the ordinary school course with instructive reading, but in some measure to supplant as well as supplement the ordinary textbook by this new kind of school-book. By selection or condensation the treasures of English literature, and, in fact, of other literatures, have thus been brought within the scope of the juvenile mind, and in many cases this is supplemented by illustration both artistic and lavish. This class of educational literature has been peculiarly a development of American enterprise.

Supplementary reading includes, to a considerable extent, stories which have a moral aim and can be classified only under morals or ethics or like headings. Such stories, in fact, take the place of early elementary treatises on moral philosophy, which were often rather ludicrous in their presentation of truisms. We recall one textbook of this sort, arranged with great show of logical divisions, which was popularly known by school-boys as "Keep your face clean under three heads."

There is one use of these educational publications which we may point out to the book trade and to libraries. These books of supplementary reading are useful and should be saleable not only in connection with schools where they are used directly as class books, but wherever there is an intelligent endeavor to reach children of school age with the best class of reading. The bookseller may therefore wisely keep in stock a selection of such supplementary reading wherever there are wise parents and eager children; and the library, which is giving now so much attention to the intelligent cultivation of children's reading, should make liberal selection for its shelves from this same class of books.

### New Books Adopted.

The Board of Education of Oakland, Cal., have adopted the following new texts for use in the public schools: Coleman's Elements of Physics (Heath & Co.); Garner's

## Straws

"Straws show which way the winds blow"

STRAW No. 4

The Board of Education of IDAHO has just adopted **GRADED CLASSICS** and authorized its use in the Public Schools of that State.

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Spanish Grammar (American Book Co.); Cuentos Castellanes (Heath & Co.); Introduccion a' la Lingua Castellana (Heath & Co.); Le Voyage de M. Perrichon (Ginn & Co.); Lazare Elem. French Composition (Ginn & Co.); Hoffcut's Elements of Business Law; Elementary Principles of Economics (Ely & Walker); Montgomery's Essentials of English History; Bookkeeping and Business Training (Goodyear-Marshall Pub. Co.) and Commercial Arithmetic; Montgomery's Students of American History (Revised Edition.)

### From Old Mexico.

The typewriter business is growing in old Mexico as it is growing everywhere else. And, as a natural sequence of the demand for operators is opening up a perfect mine of opportunities for the young men and women of that country.

The Government Commercial Schools have not been slow to recognize the advantages which a course in typewriting offers to their pupils, and as a result the typewriter is fast becoming a part of the educational system of that country.

The picture shown herewith was taken in the office of the Remington Typewriter Company in Mexico City, and shows the Remington machines delivered on the Government's most recent order. Seventy-five typewriters make an imposing equipment even for one of our large schools in the States, but this order is only one in a chain of big orders which have lately been placed with the Remington offices in Mexico. Other notable orders have been given within the past few weeks to the Remington representatives at Puebla and Saltillo.

The method of delivering typewriters in Mexico is somewhat primitive and would cause a sensation in any of our large cities. There it is a common sight to see a long line of peons, slowly winding through the narrow streets, each with a Remington typewriter perched on his head. Needless to say, such machines are always equipped with baseboards.

### Catalogs Received.

Drake University Bulletin.—Announcement of Courses for 1906-7.

Rogersville Synodical College, Rogersville, Tenn.

Report of the Minneapolis Public Library for the year ending December 31, 1905.

Annual Report of the Education Department of the State of New York, for 1905 (2 volumes).

Annual Report of the United States Commissioner of Education for 1904 (Vol. I).

Murray's List of Forthcoming Books.

Report of the Education Committee of the London County Council, for the year ending March 31 1905.

Fairmount College Bulletin, Wichita, Kansas. Catalog number for 1906-7.

Catalog of the Buffalo County Training School for Teachers, Alma, Wis.

Catalog of Library Books for School District of Iowa. Issued by the State Board of Educational Examiners.

Bulletin of Yale University. President's Report for 1906.

Public Schools of Jersey City, N. J. Authorized List of Books, Stationery, and Supplies. Adopted by the Board of Education, December, 1905.

Bulletin of Tabor College.—Catalog for 1905-1906.

Outdoor Gymnastic Apparatus, A. G. Spalding & Bros.

Sam Houston Normal Institute, Huntsville, Texas.

Catalog for the year and announcements for 1906-7.

Annual Catalog of The Central State Normal School, Edmond, Oklahoma, for 1905-1906, with announcements for 1906-7.

Shurtleff College Bulletin (Upper Alton, Ill.).

Juniata College Bulletin, 1905-6.

Mechanics Institute, Rochester, N. Y. Circular of Information, 1906-7.

University of Denver, University Park, Colorado. Catalog, 1906-7.

Register of Pacific University, Forest Grove, Oregon, for 1905-6, with announcements for 1906-7.

Athens Female College, Athens, Alabama.

The Michigan State Normal College Year Book for 1905-6, Ypsilanti, Michigan.

Western University of Pennsylvania Bulletin, Catalog Edition for 1905-6.

Consolidation of School Districts in Michigan—Bulletin 19, by the State Superintendent of Public Instruction.

Suggestions and Exercises for Manual Training—By the State Superintendent of Public Instruction of Michigan.

Catalog of Albany College for 1905-6, Albany, Oregon.

Mansfield State Normal School, Mansfield, Pa. Catalog for 1905-6.

Bulletin of the Stout Training Schools; Announcements for 1906-7, Menomine, Wisconsin.

West Virginia Institute Annual.

The Baker & Taylor Co.'s Monthly Bulletin of the Latest Books.

(Continued on Page 114)

## TEXT-BOOKS FOR ELEMENTARY SCHOOLS

### READING

Baker and Carpenter's Language Readers	
First Year Language Reader	\$0.25
Second Year Language Reader	.30
Third Year Language Reader	.40
Fourth Year Language Reader	.45
Fifth Year Language Reader	.55
Sixth Year Language Reader	.60
Blaisdell's Child Life Readers	
The Child Life Primer	.25
First Reader: Child Life	.25
Second Reader: Child Life in Tale and Fable	.35
Third Reader: Child Life in Many Lands	.36
Fourth Reader: Child Life in Literature	.40
Fifth Reader	.45
Sloan's Primary Readers	
First Book	.25
Second Book	.30

### SPELLING

Chancellor's Graded City Spellers	
Book I. Second, Third, Fourth and Fifth Year Grades	.25
Book II. Sixth, Seventh and Eighth Year Grades	.30
Second Year Grade. Parts I and II, each	.06
Third Year Grade. Parts I and II, each	.06
Fourth Year Grade. Parts I and II, each	.08
Fifth, Sixth, Seventh and Eighth Year Grades, each	.12
Second, Third, Fourth and Fifth Year Grades. Cloth, each	.15
Sixth, Seventh and Eighth Year Grades. Cloth, each	.18

### GEOGRAPHY

Tarr and McMurry's Geographies	
Two Book Series	List Price
Introductory Geography	.60
Complete Geography	1.00
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Book II. North America	.75
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Part I. Home Geography	.40
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Part III. North America	.75
Part IV. Europe and South America	.50
Part V. Asia, Africa, Australia and Review of North America and State Supplement	.50
Home and World Series	
Chamberlain's How We Are Fed	.40
Chamberlain's How We Are Clothed	.40
Chamberlain's How We are Sheltered	.40
LANGUAGE AND GRAMMAR	
Emerson and Bender's Modern English	
Book I. Elementary Lessons in English	.35
Book II. A Practical English Grammar	.60
Woodley's Foundation Lessons in English	
Book I	.40
Book II	.40
Book III. (Grammar) By Woodley and Carpenter	.40

Correspondence regarding these books cordially invited

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## The Educational Outlook.

Altho there are about 200 persons on the eligible list of kindergartners for the New York public schools, a kindergarten examination will be held January 10 and 11, 1907.

The Rt. Rev. Bishop Richter and the pastors of the various Catholic churches of Grand Rapids, Mich., have taken steps towards the establishment in that city of a Catholic central high school system. It is said to be only a matter of a short time before the high school departments of the Catholic parochial schools will be consolidated and two large central institutions will be in active operation.

For the present year the appropriation for the schools of Alabama is, including the poll tax, \$1,202,752.90; for the year previous, \$1,123,781.60. For the five years ending with 1905, the schools received \$5,424,826.06. This was an increase over the five years previous to that time of \$2,900,000. This, however, is not considered ample, and the educators are asking for more.

The Missouri, Kansas and Texas Railroad management will hereafter employ only boys who have completed eight grades of school. An increased attendance at the public schools of the towns along the line is looked for, as a result of the railroad's stand, and arrangements are being made to take care of the new pupils.

An agricultural, industrial, and normal college is to be established at Valdosta, Ga. It will be supported by State appropriation.

Dr. David P. Barrow, director of education for the Philippine Islands, has announced that the government will, in all probability, establish a university at Manila, as soon as there is sufficient demand for such an institution. Many students in the public schools are looking forward to advanced instruction, and the bureau of education is endeavoring to make provision for professional courses for these young people.

### Regents' Examinations.

The New York State Board of Regents has made several important changes in the examinations conducted under its supervision thruout the State. Hereafter pupils in high schools and academies may be promoted from class to class, or graduated, even though they fail to pass the regents' examinations, and in what are known as secondary schools the regents' examinations are mandatory only in the last two years of a four years' course. Further, in schools where pupils fail to pass such examinations the question of their advancement shall, nevertheless, be left to the discretion of their teachers.

The new rule provides for the preparation of State papers by fifteen committees of three members each, one of these to represent the State department, another the universities, and the third the high schools and academies. The statement given out by the regents reads: "The aims of the examinations are to guide and stimulate teaching, insure a worthy and definite degree of scholarship, and establish standards of recognized value for admission to the normal schools, colleges, and professional schools, the professional examinations and other standards for which the State assumes responsibility.

"The regents will adhere to and realize those ends so far as possible while they will avoid any occasional and incidental harm or injustice to individual children so far as may be. They desire that the examinations shall be representative of the teaching in the best schools, and quickly responsive to progress in education, and shall not be forced upon immature or defective children to their hurt. Therefore, the board has provided for a State Examination Board, to consist of leading teachers who shall appoint committees of teachers in colleges, high schools and academies to prepare the examination questions. The examinations are mandatory only in the last two

years. Academic principals are authorized to excuse students from the examinations for physical or mental reasons which may lead the principals to think that a compulsory examination might be hurtful to the student. Schools may promote students from class to class and may graduate students who do not pass the State examination."

### Work of Fisk University.

A circular sent out for distribution by President Merrill and other officials of Fisk University, at Nashville, shows something of the work of that institution.

Fisk University was established with a view to giving those who desire it among the colored young people of the country, especially from the South, a liberal education. In this, despite all drawbacks, it has met with gratifying success. It has a list of 543 alumni and 550 students on its rolls.

Of 287 graduates of the college, 261 are living. Of these, 121 are teachers, many of them college professors and principals, or teachers in high, normal, or industrial schools. Forty are in business. Thirty-eight are doctors, dentists, or druggists, some combining pharmacy and medicine. Twenty are ministers. Twelve are lawyers. Nineteen are taking post-graduate studies. Some of the women are wives and mothers in homes of comfort and culture.

One point made in the circular is of special interest. "The fact is," it says, "that the economic conditions south of Mason and Dixon's line are such that the graduate of a negro college has a more favorable chance to use his education than does the average white graduate North or South. Here comes in the law of supply and demand, a law as inevitable in working as the law of gravitation. A white young man fitted to practice medicine faces a situation, that, as a rule, makes it necessary for him to go through years of starvation, and after that how few get a lucrative practice. On the



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A New York City Out-of-Door Playground.

other hand, the young negro doctor can hang out his shingle in our Southland with the assurance that almost anywhere he can find such a practice as will afford him a comfortable living."

### Regarding Night Schools.

Supt. George W. Phillips, of the Scranton, Pa., public schools, says in his annual report that in forty years since Scranton became a city its population has increased to 120,000, with a school attendance of 20,000. With regard to night schools, Dr. Phillips says: "While everything possible should be done for boys and girls who are compelled to work, the mistake is sometimes made of thinking that those who work can, by attending night school, do as well as those who attend day school. This is impossible, both for physical and mental reasons, and parents and children should not be thus deluded. If we are to assimilate foreign-born children into the best ideals of American citizenship, it is necessary to keep them in day school longer than the tendency appears to be at present. There were in the grade night schools 1,732 boys and 432 girls, making a total of 2,169 in these schools."

### Some of the Sectarian Songs.

Rabbi Solomon Foster, who is connected with the largest Hebrew congregation in Newark, N. J., has sent a formal protest to the board of education of that city, against the use of sectarian songs and hymns in the public schools. Rabbi Foster states that he has examined all the song books used in the schools, "to find out how far the spirit of theology, so antagonistic to the laws and institutions and spirit of our nation, may have penetrated into the public schools through the medium of strictly sectarian hymns and songs."

His letter continues as follows:

"But, manifestly, it is most inappro-

priate, as well as unlawful, as you readily understand, to inject into the public schools of our land any spirit, in whatever form it may be embodied, that might conflict with the religious views of any of the pupils, no matter how small a minority they may form."

He gives the following hymns and songs as "objectionable in accordance with this standard of non-sectarianism in our public schools:"

"A Christmas Song," "Hear the Distant Joyous Time," "Old Christmas," "The Christmas Tree," "Battle Hymn of the Republic," third and fifth stanzas; "A Christmas Story," "A Christmas Song," "Whitsuntide," "Pleyel's Hymn," "A Little Song of Thankfulness," "The Mountain Chapel," "Holy, Holy," "Now 'Tis Christmas Time," "They Falter Not," "Hark, the Herald Angels Sing," "Holy Night, Peaceful Night," "Brightest and Best," "O Little Town of Bethlehem," "Christmas Carol," "Tis Easter Time," "Cradle Song," "Evening Prayer," "Nearer, My God, to Thee," "Now the Day is Over," "A Mighty Fortress is Our God," "Integer Vitae," "Onward, Christian Soldiers," "Old Hundred," and "Hamburg."

### Co-Operative Education Conference.

A great education conference, called at the instance of the Co-Operative Education Association, is to be held in Richmond, Va., October 3, 4, 5, and 6. It will bring together in one assembly the State Teachers' Association, the state superintendents, and the 250 local education associations scattered thru the State. Each college and institution of higher learning will be represented, and it is purposed to give every school activity from the country common school to the university an opportunity to be heard, and by bringing into personal

contact all the workers in the field to stimulate a greater activity, a more definite and unified plan for work, and to carry forward by concerted design the campaign for education, which has already accomplished such great results.

The Co-Operative Education Association was organized about two years ago, and now includes in its membership the most prominent citizens in every section of the State. It has the following objects:

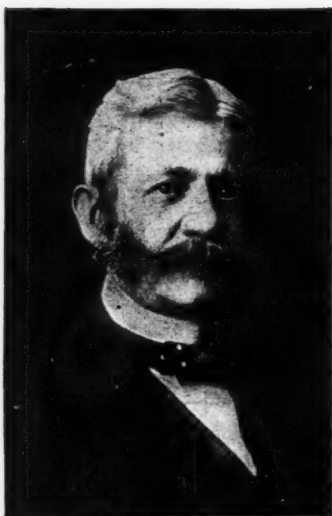
1. A nine months' school for every child.
2. Well trained teachers for all public schools.
3. Efficient supervision for the schools.
4. The introduction of agriculture and industrial courses into the schools.
5. The promotion of school libraries and the correlation of public libraries to the schools.
6. The organization of Citizens' Education Associations in every county and city in the state, with a view to the reinforcement of the county superintendents and teachers; to the consolidation of schools; to the increase of local taxation, and to the improvement of school houses and grounds.

At the last meeting of the executive committee, a committee was appointed, consisting of Messrs. J. D. Eggleston, George W. Koerner, A. M. Saule, H. B. Frissell, Bruce R. Payne, W. S. Copeland, and T. O. Sandy, to study and to formulate plans for utilizing public schools and such other agencies as may be available for the advancement of agricultural interests in the state.

The committee appointed to arrange the program decided to open the meetings Wednesday, October 3, at which addresses will be made by Dr. S. C. Mitchell, president of the association, Governor Swanson and others.

October 6 will be devoted to the Education Associations of the state.

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A member of the Massachusetts State Board of Education said over 20 years ago: "Pupils can be taught *Neatness* the same as *Arithmetic*."

Read following letter:

PROF. E. B. COX  
Ex. Vice-Pres. Nat. Supt. Association  
XENIA, OHIO

XENIA, OHIO, April 12, 1906.

"It is with satisfaction that I endorse your Book Covers and material used in the repair and preservation of school books. Our City entered into the 'Free Text Book' plan of providing school books for all children below the High School, in the fall of 1896; some of the books have been in use **TEN YEARS** and are still suitable for further use.

"This is because of the care taken and the use of the 'HOLDEN SYSTEM FOR PRESERVING BOOKS.' Everybody that has anything to do with the free text books of our schools strongly endorses the Holden System: The Covers are a great economy in the way of saving text books. I have no hesitancy in recommending these to any system of schools which desires to preserve the text books used."

This plan is enforced in Xenia, O., Allegheny, Pa., New Bedford, Mass., etc. For Three years in Xenia, and Four years in the latter two cities named, the Annual Cost per pupil for text books was about **36 CENTS EACH!!**

No other plan has produced such a record! As to the old argument that the insides of the books get too filthy, we challenge anyone to examine the books in use six years in Xenia, O. We have done so twice. It completely refutes the argument.

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## Recent Deaths.

Oliver D. Clark, principal of the Curtis High School, Staten Island, New York City, died just before the close of July. He was promoted to the Staten Island position from the boys' high school of Brooklyn. He was president of the Brooklyn Teachers' Association for the year 1900-1901, and for many years prior to that date was its treasurer.

James Weir, Jr., of Brooklyn, a member of the New York City Board of Education, died very suddenly on board his yacht, August 1. He was appointed a member of the Brooklyn Board of Education in 1886, holding the position until the consolidation of Greater New York in 1898. He was appointed on the Greater New York Board of Education by Mayor Van Wyck, in 1902, and reappointed by Mayor McClellan for the term expiring with 1906. He devoted most of his leisure time to educational work.

## Educated Immigrants.

Last year more than 12,000 professional men were among the immigrants who came to this country.

There were 193 physicians from England, 190 from Germany, 64 from Scandinavia, 106 from Italy, and 94 under the designation of Hebrew.

There were 144 English lawyers, 24 Scotch lawyers, 20 South American lawyers, 40 from France, and 76 from Cuba.

There were 1,157 actors, of whom 446 were from England, 189 from Germany, 116 from Italy, 63 from France, 25 from Russia and 32 from Ireland.

Some 1,525 musicians came to the United States, of whom 342 were Hebrews, 327 Germans, 96 English, 278 Italians and 49 Poles.

Just 2,256 teachers came, of whom 322 were Hebrew, 365 French, 333 English, 140 Irish, and 474 Germans.

There were 545 architects, 1,459 clergymen, 1,583 engineers, of whom 645 were Englishmen, and 819 painters and sculptors. Of this last number 168 were Italian, 139 German, 131 French, 141 English, and 17 Scotch. One was described as "African, black."

There were 14 Chinese teachers and 10 Chinese actors.

## Articles in the August Magazine.

(Of special interest to teachers.)

### THE CENTURY.

Why Some Boys Take to Farming, L. H. Bailey.

### HARPER'S MAGAZINE.

The Sense of Newport, Henry James.  
On the Hostility to Certain Words, Thomas R. Lounsbury.

Some Rare Elements and Their Application, Robert Kennedy Duncan.  
Wealth and Democracy in American Colleges, Arthur T. Hadley, LL.D.

### APPLETON'S.

The Trend in American Education, Andrew S. Draper, LL.D.  
Children and Their Educators, Agnes Repplier.

### AMERICAN REVIEW OF REVIEWS.

William Torrey Harris, James H. Canfield.

The New Commissioner of Education (Dr. Elmer E. Brown).

Aladyin, Russia's First "Walking Delegate," Kellogg Durland.

### WORLD'S WORK.

The Real Cause of Russian Massacres.  
The Secret of Good Health, Luther H. Gulick, M. D.

China Transformed, Dr. W. A. P. Martin.

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### School Equipment and the Educational Trade.

(Continued from page 110.)

The firm of A. G. Spalding & Bros. has recently issued a beautiful catalog of "Outdoor Gymnastic Apparatus." School people who have been so fortunate as to have visited the outdoor playgrounds of New York or others of our larger cities, know how much delight the outdoor gymnastic apparatus gives to children. In fact, when one can have gymnastic work or play and outdoor air at the same time, the arrangement is an ideal one—far better than similar exercise when the gymnast is confined within the four walls of a building. The Spaldings are ready to supply everything imaginable in the line of outdoor gymnastic apparatus, as this most interesting catalog indicates. The same catalog, by the by, is illustrated with photographic reproductions of playgrounds in various cities, with boys and girls using the apparatus. Several of the illustrations are reproduced in the present number of THE SCHOOL JOURNAL.

The catalog is one worth studying and may be had upon application. (A. G. Spalding & Bros., New York and Chicago.)

Mr. Hubert N. Skinner, who is connected with the Chicago branch of the American Book Company, has been invited to deliver a course of lectures at Chautauqua this month upon subjects relating to ancient British history and folklore. Mr. Skinner has found that some of his writings are being reviewed by the "Volkskunde," a publication connected with the University of Tuebingen, Germany. These facts are interesting as indicating a wide-spread interest in the study of ancient folklore and as evidence of the far-reaching influence of the recent "Keltic Revival."

Messrs. L. C. Page & Company, Boston publishers, announce five new volumes in their popular "Little Cousin Series." These are: "Our Little Scotch Cousin," Blanche McManus; "Our Little Dutch Cousin," Blanche McManus; "Our Little Panama Cousin," H. L. M. Pike; "Our Little Spanish Cousin," Mary F. Nixon-Roulet; "Our Little Swedish Cousin," Claire M. Coburn.

The manufacturing company of A. L. Bemis writes that their factory is overflowing with orders. Complete equipment for manual training and cooking has been ordered for Worcester, Mass., and Trenton, N. J. For the latter the Bemis Standard was specified. About 200 benches will go at once to Cincinnati, Wyoming, and Madisonville, Ohio.

The following works published by Isaac Pitman & Sons, 31 Union Square, have been officially adopted by the New York Board of Education for use in the high schools of Greater New York: Isaac Pitman's Short Course in shorthand; Stenographic Word List by Buckelew & Lewis, and Phonic Word List by Buckelew & Lewis.

In connection with the Hon. DeAlva Stanwood Alexander's "History of the State of New York (1777-1861)", recently published by Henry Holt & Co., New York, some of the remarks of the Hon. J. Breck Perkins, the author's colleague from Rochester, are of interest. In a recent speech in the House of Representatives, in which he was alluding to the possible effect of the possession of patronage in enabling a member of the House to retain his seat, he said, "It appears that the State of New York from the time of its organization down to the year 1860 was represented by about 600 Members of Congress in all. How many do the members of this committee suppose of those 600 Members served only one term? Four hundred Members, two-thirds of the entire number of Representatives from the State of New York from 1789 to 1860, served only one term in Congress. How many were able to stay in two terms? One hundred and fifty only. One hundred and fifty, one-quarter of the membership, were enabled to keep themselves in Congress for two Congressional terms. Of that whole 600 Members there were only 50, only one-twelfth, that were allowed to remain in Congress more than two terms, and there was only one out of the 600 during a period of seventy years that was elected by his constituents for ten terms in Congress.

### The Taylor Drawing Papers.

Among the comparatively new firms that have started in business during the last few years is the Taylor-Holden Company, of Springfield, Mass., manufacturers of high-grade drawing papers by a patented process.

The Taylor Patent Drawing Papers are manufactured for high, normal, manual, training, and technical school use, and on the testimony of Mr. Henry Turner Bailey, Mr. Walter Sargent, Mr. C. A. Bennett, Mr. Frank E. Mathewson, and other prominent instructors in drawing, these may well supplant the imported, hand-made papers that are now in use in school work.

The Taylor-Holden Company are supplying many of the largest cities with their papers. Among the different brands they manufacture are the "Haytol" brand for mechanical drawing; the "Taylor No. 1" brand, cold or hot pressed, for water-color work, and the "Holden Free Hand" brand, for free-hand sketching.

Another line of work that the Taylor-Holden Company is taking up is the publishing of technical books, consisting of "Notes for Mechanical Drawing," by Frank E. Mathewson, instructor of drawing in the Technical High School, Springfield, Mass., also Architectural Drawing Plates, Details of Construction, Brick Work and Masonry, and a set of ten plates of Mechanical Drawing Alphabets.

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.



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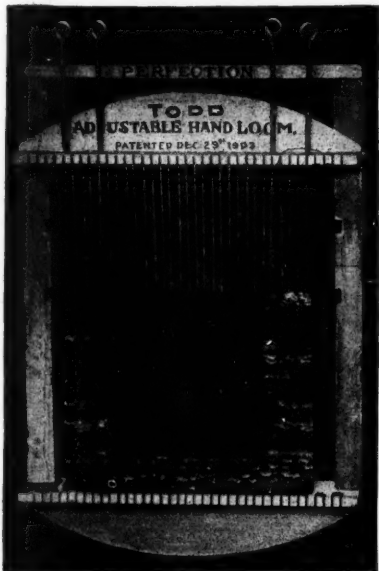
Don't think you can cure your dyspepsia in any other way than by strengthening and toning your stomach.

That is weak and incapable of performing its functions, probably because you have imposed upon it in one way or another over and over again.

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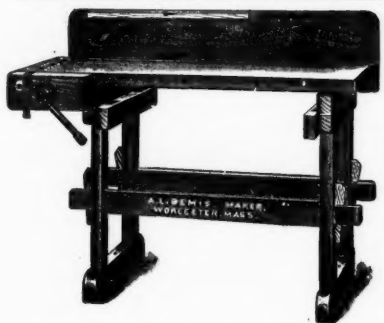
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Mr. Charles Battell Loomis, possibly best known by his two humorous books, "Cheerful Americans" and "More Cheerful Americans," for which there continues to be a steady demand, has but recently completed his successful reading tour of the country with Jerome K. Jerome, the well-known English humorist. Mr. Loomis has now gone with his family to Torrington, Conn., the old home of both the Battells and Loomises.

The next volume in the Oxford Library of Prose and Poetry will be Mary Wollstonecraft's "Original Stories" for children, with five illustrations by William Blake. Mr. E. V. Lucas, in an introduction, suggests that the work is chiefly interesting for two reasons apart from its original purpose—for the light it throws on the attitude of the nursery authors of its day towards children and for the character of Mrs. Mason, "the first and strongest British Matron," who "came before Mrs. Proudie and also, it is interesting to note, before Sir Willoughby Patterne." Henry Frowde is the publisher.

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### The Only Opening.

The story is told of two Trenton men who hired a horse and trap for a little outing not long ago. Upon reaching their destination, the horse was unharnessed and permitted peacefully to graze while the men fished for an hour or two.

When they were ready to go home, a difficulty at once presented itself, inasmuch as neither of the Trentonians knew how to re-harness the horse. Every effort in this direction met with dire failure, and the worst problem was properly to adjust the bit. The horse himself seemed to resent the idea of going into harness again.

Finally one of the friends, in great disgust, sat down in the road. "There's only one thing we can do, Bill," said he.

"What's that?" asked Bill.

"Wait for the foolish beast to yawn!"

—Harper's Weekly.

## SEPTEMBER IN THE ADIRONDACKS

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Hyde's Lessons in English  
Johannot's Lessons in Hygiene  
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## Clear Enough to Her.

Andrew Carnegie once delivered a little homily to the pupils of a public school in Washington, wherein he endeavored to demonstrate that the judgment of men is apt to be warped by sentiment and feeling.

"In Scotland," asserted Mr. Carnegie, "the people abominated hymns simply because the Episcopalians used them. The Presbyterians sang only the Psalms of David. The Episcopalians used stained glass in their church windows, and for that reason the Scotch looked upon stained glass as something of unholy origin."

Continuing, Mr. Carnegie told a story of a Presbyterian minister who had been bold enough to introduce this hated innovation. He was showing it in triumph to one of his parishioners, and asked her how she liked it.

"Ay, it is handsome," said she, sadly, "but I prefer the glass jist as God made it!"—*Harper's Weekly*.

## Personal and Pertinent.

The public will be surprised to learn that Manuel Garcia, who died recently, was a music teacher and not a leader of the Cigarmakers' Union.

Once there was a man who thought Uncle Russell Sage ought to stop work. He spoke to him about it. "Why get together any more money, Mr. Sage? You can't eat it; you can't drink it. What good will it do you?"

"Ever play marbles?" Uncle Russell asked.

"Yes, when I was a boy."  
"Couldn't eat 'em, could you? Couldn't drink 'em, could you? No use to you, were they? What did you play marbles for?"—*Harper's Weekly*.

## Stage Fright.

Very few persons acquit themselves nobly in their first speech. At a wedding feast recently the bridegroom was called upon, as usual, to respond to the given toast, in spite of the fact that he had previously pleaded to be excused.

Blushing to the roots of his hair, he rose to his feet. He intended to imply that he was unprepared for speechmaking, but he unfortunately placed his hand upon the bride's shoulder, and looking down at her he stammered out his opening and concluding words:

"This—er—thing has been forced upon me."—*Philadelphia Ledger*.

## A Modern Family.

Grace is in her "study"  
Modeling in clay,  
Maude is getting ready  
For the matinee.  
Jane is writing verses  
In the lower hall,  
Where Genevieve rehearses  
Plays at basketball.  
O'er a love tale sighing  
Edith hides her face,  
While Antoinette is trying  
To decorate a vase.  
Brother's at the casement  
Bawling for his lunch,  
And ma is in the basement  
Cooking for the bunch.

—*Clover Leaves*.

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## Boy's Terrible Eczema.

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—HANDS PINNED DOWN—MIRACULOUS CURE BY CUTICURA.

"When my little boy was six months old he had eczema. The sores extended so quickly over the whole body that we at once called in the doctor. We then went to another doctor, but he could not help him, and in our despair we went to a third one. Matters became so bad that he had regular holes in his cheeks, large enough to put a finger into. The food had to be given with a spoon, for his mouth was covered with crusts as thick as a finger, and whenever he opened the mouth they began to bleed and suppurate, as did also his eyes. Hands, arms, chest, and back, in short, the whole body, was covered over and over. We had no rest by day or night. Whenever he was laid in his bed we had to pin his hands down, otherwise he would scratch his face, and make an open sore. I think his face must have itched most fearfully.

"We finally thought nothing could help, and I had made up my mind to send my wife with the child to Europe, hoping that the sea air might cure him, otherwise he was to be put under good medical care there. But, Lord be blessed, matters came differently, and we soon saw a miracle. A friend of ours spoke about Cuticura. We made a trial with Cuticura Soap, Ointment, and Resolvent, and within ten days or two weeks we noticed a decided improvement. Just as quickly as the sickness had appeared it also began to disappear, and within ten weeks the child was absolutely well, and his skin was smooth and white as never before. F. Hohrath, President of the C. L. Hohrath Company, Manufacturers of Silk Ribbons, 4 to 20 Rink Alley, South Bethlehem, Pa. June 5, 1905."



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